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ABSTRACT

This module on selection, supervision, and evaluation of personnel is one of a set of eight on administration and supervision and is part of a larger series of thirty-four modules constituting a core curriculum intended for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, three lessons are presented: (1) selection of teachers; (2) evaluation of school personnel; and (3) supervision of school personnel. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

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Common Core Curriculum
for Vocational Education

D-5

SELECTION, SUPERVISION, AND EVALUATION OF PERSONNEL

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Category D:

ADMINISTRATION AND SUPERVISION

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CE 018 956

ABOUT THIS MODULAR CURRICULUM

This module is one of a series of 34 modules intended for use in the professional preparation of vocational educators in the vocational education service areas of agricultural, business, home economics, and industrial education. The curriculum can be adapted to various styles of instruction and to various entry-levels of students.

It is recommended that an instructor planning to use these modules review each category to determine if any modification is needed in the objectives and suggested activities so that they conform with local institutional policies and/or vocational education programs. It is also suggested that resources and activities be identified for the specific entry-level of the student to be served.

The activities listed are suggested. The use of any other activity or reading reference which the instructor believes would help to accomplish the objectives of that lesson is encouraged. The choice of the teacher to use the entire module, either through group reports or individualized assignment, will be related to individual student competency requirements.

Since many modules strongly recommend the use of local administrative personnel and community rsources, it is suggested that all site visitations and requests for assistance in the community be coordinated by or cleared through the instructor. The instructor may wish to distribute these tasks among the student group and across the community with the class report system being used to disseminate the information gathered.

These modules have been field tested in various settings. They have been used with students working toward a bachelor's or master's degree and with students seeking the designated subjects credential in Californica. Some modules were tested through student independent study, others as part of total class assignment, and still others as an alternate activity. Workshop participants examined the materials in terms of content, activities, and resources. The adaptability of this curriculum is one of its strengths.

The materials could not have been completed without the participation and contribution of many individuals. Chief among these persons were the module writers, workshop participants, field-test instructor, and students. Conference presentors and evaluators also contributed to this project. Proceedings of the workshop are available upon request.

If we can provide you with information or help in using this curriculum, please feel free to contact us.

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COMMON CORE CURRICULUM

FOR

VOCATIONAL EDUCATION

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SELECTION, EVALUATION, AND SUPERVISION OF VOCATIONAL EDUCATION TEACHERS

Module Objective

Upon the saitsfactory completion of this module, the vocational education student will be able to describe the results of research and current practices related to the selection, evaluation, and supervision of personnel. Specifically he/she will be able to:

(1) Assess the processes involved in selecting, evaluating, and supervising personnel in vocational education.

(2) Identify procedures for the effective recruitment of teachers.

(3) Identify those who should be involved in the process of selecting, evaluating, and supervising teachers.

(4) Identify techniques for collecting and analyzing information pertaining to the selection, evaluation, and supervision of school personnel.

(5) Identify strategies for the effective supervision of school personnel.

Module Overview

Education in American continues to occupy a position of high priority with its people. They recognize that the speed and facility with which any society progresses toward solutions of its political, social, economic, and technological problems are directly and positively related to the quantity and quality of education available to its people.

At one time the educational enterprise in America was so simple in aims and content that almost any "educated" person could function as a teacher. Today, due to the rapid rate of technological change, it is difficult for a person with specialized training to stay abreast of changes in his discipline area.

To improve the process of education, it is important that serious consideration be given to the selection, evaluation, and supervision of school personnel. Bolton, Selection and Evaluation of Teachers, 1973, notes research findings which indicate that some teachers respond better to

on-the-job training than others; this suggests the need to select people for a job who are most capable of performing the initial task required and also those who will be most likely to learn from supervision and in-service training.

The following lessons are included to accomplish the objectives of this module:

(1) Selection of School Personnel

(2) Evaluation of School Personnel

(3) Supervision of School Personnel

Resource Materials for Completing the Activities in this Module

Allen, Paul M. et al. Teacher Self-Appraisal: A Way of Looking Over Your Own Shoulder. Worthington, Ohio: Charles A. Jones, 1970.

Bakamis, William A. Improving Instruction in Industrial Arts. Milwaukee: The Bruce Publishing Company, 1966.

Bolton, Dale L. Selection and Evaluation of Teachers. Berkeley, California: McCutchan, 1973.

Evaluation as Feedback and Guide. Washington, D. C.: Association for Supervision and Curriculum Development, 1967.

Gerwin, Donald. The Employment of Teachers. Berkeley, California: McCutchan, 1974.

Harrison, Raymond H. Supervisory Leadership in Education. New York: American Book Company, 1968.

Herman, Jerry J. Developing an Effective School Staff Evaluation Program. West Nyack, New York: Parker Publishing Company, 1973.

Lewis, James, Jr. Appraising Teacher Performance. West Nyack, New York: Parker Publishing Company, 1973.

Role of Supervisor and Curriculum Director in a Climate of Change. Washington, D. C.: Association for Supervision and Curriculum Development, 1965.

Six Areas of Teacher Competence. Burlingame, California: California Teachers Association, 1964.

Stoops, Emery, et al. Handbook of Educational Administration - A Guide for the Practitioner. Boston: Allyn and Bacon, 1975.

U. S. Department of Health, Education, and Welfare. Criteria for Technician Education. Washington, D. C.: Office of Education, 1968.

Wiles, Kimball. Supervision for Better Schools. Englewood Cliffs, New Jersey: Prentice-Hall, 1967.

SELECTION, EVALUATION, AND SUPERVISION OF VOCATIONAL EDUCATION TEACHERS

Lesson One: Selection of Teachers

Objective

Upon the satisfactory completion of this lesson, the student will be able to develop a teacher selection procedure for a vocational education program. Specifically he/she will be able to (1) identify the importance of the major goals/objectives to be achieved by the teaching staff in a vocational education program; (2) identify teacher attributes needed to accomplish the goals/objectives of vocational education; (3) identify current practices that are effective in the recruitment and selection of teachers.

Overview

Research supports the thesis that the teacher is one of the most important keys to quality education. Based on this type of evidence, it is important that a systematic and planned process of selecting teachers be followed. Bolton, Selection and Evaluation of Teachers, 1973, indicates that student performance is improved if good teacher selection procedures are followed. He also notes that teacher performance is improved by well-planned teacher evaluation procedures. He maintains that there is a correlation between the receptiveness of a teacher to the evaluation process and his/her teaching effectiveness. Because of this correlation, Bolton concludes that classroom instruction can be facilitated most by selecting teachers who will respond favorably to evaluation and supervision.

Even though there is agreement regarding the need for good teachers, the problems of determining what constitutes good teaching and how a good teacher can be identified still remain. The specific purpose of this lesson is to engage the student in a study of research related to teacher selection procedures.

Suggested Activities

(1) Considerable research has been conducted in an effort to identify basic competencies which teachers should possess if they are to be effective in the process of education. One such research effort resulted in a 1974 publication by the California Teachers Association which is entitled Six Areas of Teacher Competence. Discuss the significance of the competencies identified in this document as

it relates to the selection of vocational education teachers in your area of specialization.

(2) Describe how you would attempt to assess those competencies which you deem essential to a vocational education teacher.

(3) Summarize the criteria for selecting teachers as presented by Bolton in his book Selection and Evaluation of Teachers, 1973.

(4) For a teaching position in your area of specialization, develop a "position analysis" as presented by Bolton, Selection and Evaluation of Teachers, p. 56 ff.

(5) Participate in a role-playing activity of interviewing an applicant for a teaching position.

(6) Discuss with a vocational education or personnel director procedures for selecting school personnel.

Suggested Resources

Bolton, Dale L. Selection and Evaluation of Teachers. Berkeley, California: McCutchan, 1973.

Six Areas of Teacher Competence. Burlingame, California: California Teachers Association, 1964.

Gerwin, Donald. The Employment of Teachers. Berkeley, California: McCutchan, 1974.

Upon successful completion of assigned activities, proceed to Lesson 2.

SELECTION, EVALUATION, AND SUPERVISION OF VOCATIONAL EDUCATION TEACHERS

Lesson Two: Evaluation of School Personnel

Objective

Upon satisfactory completion of this lesson, the student will be able to identify procedures for effectively evaluating school personnel.

Overview

The Phi Delta Kappa Commission on Evaluation indicated that "Evaluation is the process of delineating, collecting, and providing information useful for judging decisions alternatives." (Wentling, 1975.) In the Handbook of Educational Supervision it is stated that the two main functions for the evlauation of teachers are: managerial and professional development. The managerial function helps the administrator make decisions concerning retention or release. The professional development function facilitates, guides, and directs the teacher to realistic self-assessment, establishes educational goals, and develops a practical plan to work toward those goals.

The thrust of this lesson is to assess the importance of teacher evaluation to the process of education, and to review procedures that can be used to evaluate school personnel.

Suggested Activities

(1) As presented by Bolton, Selection and Evaluation of Teachers, 1973, and other resource materials summarize the purposes of personnel evaluation.

(2) Based on a review of the literature, develop in outline form a strategy for the evaluation of teachers in your area of specialization.

(3) Based on chapter nine of the book Appraising Teacher Performance, discuss some positive and negative approaches and problems associated with a post-appraisal conference related to teacher evaluations.

(4) Review several teacher evaluation forms and discuss their strengths and limitations.

(5) Identify those who should be involved in the evaluation of a vocational education teacher in your area of specialization; give supporting rationale for their involvement in the evaluation process.

Suggested Resources

Allen, Paul M. et al. Teacher Self-Appraisal: A Way of Looking Over Your Own Shoulder. Worthington, Ohio: Charles A. Jones, 1970.

Bolton, Dale L. Selection and Evaluation of Teachers. Berkeley, California: McCutchan, 1973.

Herman, Jerry J. Developing an Effective School Staff Evaluation Program. West Nyack, New York: Parker Publishing Company, 1973.

Lewis, James, Jr. Appraising Teacher Performance. West Nyack, New York: Parker Publishing Company, 1973.

Stoops, Emery, et al. Handbook of Educational Administration - A Guide for the Practitioner. Boston: Allyn and Bacon, 1975.

Upon successful completion of assigned activities, proceed to Lesson 3.

SECLECTION, EVALUATION, AND SUPERVISION OF
VOCATIONAL EDUCATION TEACHERS

Lesson Three: Supervision of School Personnel

Objective

Upon satisfactory completion of this lesson, the student will be able to discuss some recognized practices for the effective supervision of school personnel.

Overview

The requirements of our evolving culture have made a reality of the concept "education is a lifelong process." This statement is true for all facets of our society, and it is of paramount importance that it be true for school personnel. In-service education by local school districts is essential if teachers are to stay abreast of advances in their area of specialization, as well as keeping pace with new discoveries in the broad areas of learning and teaching theories.

The major thrust of supervision should be directed toward the total improvement of instruction. To accomplish this goal a climate should exist which will promote a high level of performance from each teacher.

This lesson will engage you in research for the purpose of studying recognized practices involved in the effective supervision of school personnel.

Suggested Activities

(1) From a review of the suggested resources, discuss the rationale for supervision in public education.

(2) Interview three or four beginning and three or four experienced teachers to determine what they desire in terms of supervision.

(3) Describe some strategies that could be used to assist teachers to be more effective in the teaching process in your area of specialization.

(4) Discuss some in-service type programs and methods of involving teachers in these programs.

(5) Wiles, Supervision for Better Schools, makes the statement "In reality, the process of supervision is the release of human potential that makes

available a more competent staff to conduct the human interaction that is called education." Prepare a three or four page paper describing the significance of this statement and discuss some ways in which this concept can be put into practice.

Suggested Resources

Bakamis, William A. Improving Instruction in Industrial Arts. Milwaukee: The Bruce Publishing Company, 1966.

Harrison, Raymond H. Supervisory Leadership in Education. New York: American Book Company, 1968.

Role of Supervisor and Curriculum Director in a Climate of Change. Washington, D. C.: Association for Supervision and Curriculum Development, 1965.

Stoops, Emery, et al. Handbook of Educational Administration - A Guide for the Practitioner. Boston: Allyn and Bacon, 1975.

Wiles, Kimball. Supervision for Better Schools. Englewood Cliffs, New Jersey: Prentice-Hall, 1967.

Upon completion of the assigned activites in this module, you should be ready to take the Module Posttest. See your instructor for directions and measurement criteria.

SELECTION, EVALUATION, AND SUPERVISION OF VOCATIONAL EDUCATION TEACHERS

MODULE PRE/POSTTEST

Student_____

Instructor_____

Date_____

Student: This pre/posttest is designed to assess your knowledge of selection, evaluation, and supervision of vocational education teachers. Since this module is an individualized and competency-based learning device, you will need to study only those lessons that are presented on the basis of your response to this test.

1. In employing teachers, an administrator should have an understanding of the basic roles expected of a teacher in the teaching profession. Identify as many of these roles as you can.

2. Identify some of the recognized procedures that should be followed to effectively attract and employ good teachers.

3. Enumerate in basic statements the rationale for appraising the performance of school personnel.

Module Pre/posttest (continued)

4. Discuss the fundamental purposes of supervision in vocational education.

5. Discuss two primary purposes of evaluation.

6. Discuss the importance of a "position analysis" when preparing to search for a new teacher.

Return this test to your instructor.

SELECTION, EVALUATION, AND SUPERVISION OF
VOCATIONAL EDUCATION TEACHERS

ANSWER KEY
MODULE PRE/POSTTEST

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. a. Director of learning
   b. Counselor and guidance worker
   c. Mediator of the culture
   d. Link with the community
   e. Member of the school staff
   f. Member of the profession

2. a. Determine specific needs
   b. Determine teacher attributes needed for each specific job
   c. Locate sources from which teachers may be recruited
   d. Collect and process data pertaining to job applicants
   e. Select best-fitted applicant for the job.

3. a. To improve performance
   b. To maintain systematic appraisal programs
   c. To keep the teacher informed as to what is expected of him/her
   d. To assess performance in relation to results expected
   e. To improve personal development of teachers
   f. To enable the teacher to determine for himself where fault lies for lack of performance
   g. To enable the teacher to enlighten the administrator on some points concerning performance
   h. To enable the teacher to develop on the job
   i. To provide counseling opportunities, resources, and time for the teacher's personal development
   j. To enable the administrator to assist the teacher in achieving objectives

4. The main purpose of supervision is to bring about desirable changes in students. Fundamentally, supervision may be considered as those efforts made to inspire, guide, and coordinate the in-service growth and development of teachers so that they, in turn, may more effectively contribute to the overall optimum growth of each student.

5. Managerial and professional development. The managerial function helps the administrator make decisions concerning retention or release. The professional development function facilitiates, guides,

and directs the teacher to realistically assess himself/herself, establish goals, and develop a practical plan to work toward those goals.

6. In developing a criteria for teacher selection, consideration must be given to the complex interaction of teacher behavior, learner behavior, and environmental factors in the teaching-learning process. In analyzing a position, the basic question to be answered is: "What must the individual do and what characteristics must he/she possess to be a success." The position analysis should set the criteria for teacher selection in terms of the specific job to fill and the characteristics of the employee to fill the position. It should provide a rather explicit criteria on which to base teacher selection decisions.

MODULES -- COMMON CORE CURRICULUM FOR VOCATIONAL EDUCATION

Category A: Introduction to Vocational Education

- A-1 History, Philosophy, and Trends in Vocational Education
- A-2 Scope, Function, and Organization in Vocational Education
- A-3 Vocational Legislation
- A-4 Assessing the Job Market and Employment Trends

Category B: Cooperative Relationship

- B-1 Rationale for Cooperative Relationships
- B-2 Advisory Councils
- B-3 Cooperative and Work Experience Programs

Caregory C: Vocational Students

- C-1 Promoting Vocational Education and Recruiting Eligible Students for Vocational Education
- C-2 Assessing Students' Personal Characteristics
- C-3 Guidance and Counseling
- C-4 Assisting Students with Special Needs in Vocational Education Program
- C-5 Assessing the Needs of the Disadvantaged Student
- C-6 Developing Student Leadership Qualities in Vocational Education Programs
- C-7 Student Organizations

Category D: Administration and Supervision

- D-1 Fiscal Management of a Vocational Education Program
- D-2 Writing a Vocational Education Project/Budget
- D-3 Record Keeping in Vocational Programs
- D-4 Conference Leadership
- D-5 Selection, Supervision, and Evaluation of Personnel
- D-6 School Law and Its Relationship to Vocational Education
- D-7 Staff Development
- D-8 Implementation of Change

Category E: Curriculum Design in Vocational Education

- E-1 Developing a Curriculum Design in Vocational Education
- E-2 Applying Learning Theory to Vocational Education
- E-3 Instructional Strategies

Category F: Stages and Structure of Curriculum Development

- F-1 Theories in Curriculum Development
- F-2 Building a Curriculum for Vocational Education
- F-3 Applying Curriculum Specifics to Vocational Education
- F-4 Safety

Category G: Evaluation and Research

- G-1 Evaluation Models
- G-2 Evaluation Procedures for Local Programs
- G-3 Introduction to Research Procedures in Vocational Education
- G-4 Research Design in Vocational Education
- G-5 Development of a Research Proposal in Vocational Education